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ABSTRACT

This report summarizes a meeting of national managers of experimental projects designed to encourage the socio-cultural and linguistic integration or reintegration of children of migrant workers and former migrant workers. The report describes the procedures of the meeting and presents experimental projects undertaken in three host countries (Belgium, Luxembourg, and the Netherlands) and in three countries of origin (Greece, Portugal, and Yugoslavia). It also briefly summarizes participants' reports on activities and experiences in their respective countries and organizations. Projects and reports focus on the renewal of teaching methods, the production of innovative teaching materials, the training of teachers responsible for multicultural classes, and improvement of relationships among schools, parents, and cultural associations. The report summarizes trends and views relating to bilingual education, cultural diversity, cultural adaptation, and cultural identity. The report lists specific recommendations for UNESCO, the host countries, and the countries of origin in collaboration with UNESCO. Appendices include a list of participants, a list of papers contributed, an agenda of the meeting, and a summary of the 1973-85 UNESCO educational program for migrant workers and their families. (KS)

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UNITED NATIONS EDUCATIONAL
SCIENTIFIC AND CULTURAL ORGANIZATION

Meeting of specialists

on

THE SOCIO-CULTURAL AND LINGUISTIC INTEGRATION OF THE CHILDREN OF MIGRANT AND FORMER MIGRANT WORKERS

Final report prepared
by
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Yugoslavia

Bled 7 - 11 June 1989

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OBJECTIVES AND PROCEEDINGS OF THE MEETING

General Context and Objectives

In accordance with the provisions of the Programme and Budget for 1988-1989 approved by the Unesco General Conference (document 24 C/5 para 02110 and 02616, sub-programme II.1. and II.6.3, actions 1 and 2, subparagraphs 2.,3.,4. and 1.1), the Unesco Secretariat has planned to facilitate within the framework of the World Decade for Cultural Development, support for the implementation in 1988, in Southern and South-Eastern Europe and in Africa, of a series of national pilot projects designed to favour the socio-cultural integration of children of migrant workers in the host countries and/or the socio-cultural and linguistic reintegration in the national education system of the children of former migrant workers returning to their countries of origin.

On the basis of the results of these experimental projects, it has been planned to organize, under contract with the Institute of Sociology, University of Ljubljana, a conference of national managers of these projects and of specialists concerned. The meeting was held in Bled, Yugoslavia on 7 - 11 June 1989.

The meeting had a two-fold objective, namely:

. on the basis of the results of experimental project in progress, to give rise to deeper thought on the socio-cultural integration of children of migrant workers and on the socio-cultural reintegration of children of former migrant workers in order to acquire a better grasp of the various problems arising, become better acquainted with the different national efforts being made, and trigger fresh measures;

. to offer suggestions with a view to promoting exchanges of experience, introducing innovations in the educational process, and developing co-operation between the different countries concerned (host countries and countries of origin) so as to favour operational measures and the training of personnel.

Participants

The meeting was attended by representatives of intergovernmental organizations (Unesco, OECD, ISESCO), persons responsable for national experimental projects designed to favour the socio-cultural and linguistic integration and/or reintegration of the children of migrant and former migrant workers, together with specialists in their personal capacity and representatives of research centres from 9 host countries (Austria, Belgium, Federal Republic of Germany, France, Luxemburg, the Netherlands, Norway, Sweden and Switzerland) and from 12 countries of origin (Algeria, Finland, Greece, Italy, Mali, Marocco, Niger, Portugal, Senegal, Tunisia, Turkey and Yugoslavia) (see Appendix I).

Organization of the meeting

1. Sequence of proceedings

The proceedings were centered around the description of experiments in

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progress, the results achieved and the difficulties encountered and the analysis of the education of children of migrant workers and former migrant workers from the two-fold angle of their socio-cultural integration in the host country or their socio-cultural and linguistic reintegration in the country of origin, and gave rise to a fruitful exchange of information on:

- the identification of political, economic and institutional constraints that prevent the socio-cultural and linguistic integration of children of migrant workers in the host country or the socio-cultural and linguistic reintegration of children of former migrant workers in the country of origin;
- the conditions, ways and means of running the school in the perspective of and intercultural education;
- the consideration to be given to the cultural and linguistic diversity in the sequence and adoption of curricula, teaching methods, structures and contents;
- the taking into account the psychological, socio-psychological and linguistic factors implied into the process of adaptation and integration/ reintegration of migrant children into the host country/country of origin system of education;
- the acquisition, learning and teaching of the language of the host country and the language of the country of origin;
- the appropriate types of teaching materials;
- the instruments of evaluation and the future of guidance and selection procedures;
- the training of educational personnel and school headmasters;
- the more general problems connected with the acceptance in educational institutions of the children of migrant and former migrant workers;
- the participation and backing of the school's "partners" (parents, local communities, private business and industry, associations of various kinds, etc.);
- the positive and/or negative role played by the mass media etc.

2. The proceedings of the meeting included:

. plenary sessions centered around the examination of the main working document, together with the presentation of the experimental projects undertaken in three host countries (Belgium, Luxemburg and the Netherlands) and in three countries of origin (Greece, Portugal and Yugoslavia) followed by reports by participants on their activities and experiences in their respective countries and organizations and the presentation of theoretical approaches and empirical results on selected aspects of the socialization of children of migrant workers and the re-socialization of children of former migrant workers in their country of origin.

Most presentations, reports and papers on research results were presented in writing and will be published in the Proceedings of the meeting (see Appendix II).

. group work on specific points listed in the agenda. This group work gave rise to exchanges of views on the problems involved and to discussions, on the basis of a more thorough analysis, of ways and means of improving the education of the children of migrant and formar migrant workers, of needs in respect to regional and inter-regional co-operation in this field, and of new measures, the setting up of necessary

structures and mechanisms at all levels (local, regional, inter-regional and national), recourse to existing structures and mechanisms, the promotion of new ideas and experiments, and the training of personnel.

The two working groups submitted concrete proposals which were examined in the final plenary session and upon general agreement included in the Recommendations.

3. The opening ceremony

The opening ceremony was chaired by Mr Vojko Antončič, director of the Institute of Sociology who upon welcomig the participants on behalf of Mr J.Peklenik, Rector of the University of Ljubljana, underlined the importance of Unesco activities on behalf of migrant and former migrant workers and the role of research institutions in identifying the most urgent problems faced by migrants and in assisting Unesco in its endevours.

The participants were addressed by Mr N. Soljan, representative of the Yugoslav Commission for Co-operation with Unesco, Mr Ahmandou Ali Diaw, director general adjoint for education ISESCO, Mr L. Lokisso, representative of Mr S.E.M. Federico Mayor, Director General of Unesco and by Mr J. Stanovnik, President of the Presidency of the Socialist Republic of Slovenia.

Mr Soljan emphasized the humanitarian nature of Unesco activities and its endevours to develop awareness of the need to create equal educational opportunities for various social groups living in unfavoured conditions. In such a context, he said, Unesco has been supporting many educational and cultural actions benefiting migrant workers and their families. He expressed his deep concern with the fact that in the Unesco third Medium-term plan for the period 1990-1995, no action regarding the education of migrants has been planned in the draft proposal of the first two-year program for the period 1990-1991. Yugoslavia considers that the problems of migrants cannot stay beyond Unesco's interest, especially problems in the field of education, cultural and national identity, sociolinguistic competence and quality of life in multinational and multilingual societies.

Mr Lokisso underlined that the Secretariat understands the schooling of children of migrant and former migrant workers to contribute only one part of the overall problem faced by the migrant family. Any activity in favour of the education of children should therefore be seen within the context of a global approach which should deal among other subjects with vocational and technical training of adolescents and adults as well as parent education, literacy and adult education. Only such an integrated programme can allow migrant workers to adapt to the society of the host country, whilst retaining their own cultural identity as well as developing skills and technical knowledge which would facilitate their reintegration into the social and economic life of their country of origin, should they decide to return. He also stressed that Unesco's actions have not remained restricted to Europe but have envisaged contributing to the solutions of similar migration problems existing in Africa, South America and Asia.

Mr. Ahmadou Ali Diaw pointed out that the educational issue of migrants and their children, to judge from the number of questions still being asked, is far from having been solved or even approaching a solution. This is due not only to the particular "philosophies" of the countries concerned, but also

and above all to the pedagogical difficulties caused by the magnitude of the problem. In this situation, the notion of "intercultural" education remains a major, strongly motivating hypothesis. It implies a number of challanges to conventional teaching practice, in view of the present historic stage in Europe's, and also Africa's development - challenges such that future teaching will increasingly take on a "transcultural" aspect, i.e. moving through and combining various elements of the cultures concerned.

It is important for all children to acquire the free interplay of multivariate linguistic expression which is crucial to congnitive, intellectual and particularly, technical development. In this sense, working to define and implement intercultural education means envisaging the establishment of conditions to ensure respect and equality not only between cultures but also between modes of expression in language, literature and technology. No culture can be assimilated to a closed system of values and behaviour, even if it is necessary, at certain stages in history, for it to act as if it were. On the contrary, all cultures can only be nourished by contact with others that are close and by contrast with those that are distant. This is a "natural" living process which the school is capable of helping children to understand better. And that is perhaps one of its fundamental roles.

Mr J. Stanovnik highlighted the role and merits of Unesco in promoting research, studies and experimental programmes and other activities in conformity with its institutional and moral obligations and within the framework of its actions on behalf of respect of human rights, international understanding and peace. He briefly evaluated the extent and importance of migration and re-migration as seen by host and sending countries and in the light of the political, economic, social and cultural development of European countries in the next decade. On the avarage, for the receiving countries, migration is a solution to economic needs and a source of economic gain. Consequently, while migrant workers are accepted relatively easily into the socio-economic system of these countries, the socio-cultural system is much less ready to receive them. The process of socio-economic integration (while favourable economic conditions prevail) and the socio-cultural distance, both determine the social policy on migrant workers which may therefore vary between the ideology of segregation and the ideology of assimilation. Another element which must be taken into consideration is the social background of such workers, their aspirations and plans, which, in the majority of cases, work against their acceptance into the socio-cultural system of the new environment. The social position of migrant workers and their children must therefore be seen in the light of all these factors. Mr Stanovnik concluded his speech by stressing that although the economic development of Europe is the most prominent aspect of our present and future reality, it should not be forgotten that no progress can be achieved without democracy, freedom and the protection of human rights.

The meeting elected Mrs Milena Davidović (Yugoslavia) as President of the Bureau of the meeting, Mr Paul Vedder (the Netherlands) and Mr Adda Mahamane (Niger) as Vice-presidents and Mr Bruno Janin (France) as general reporter.

Taking into consideration the obligations of some participants to return to their country on determined dates the meeting approved the proposed agenda and decided to terminate the proceedings on 11 June, 1989.

Documents

The working document "Socio-cultural and Linguistic Integration of the Children of Migrant and Former Migrant Workers" prepared at the request of the Unesco Secretariat by Mr J. Valerian contained details of efforts so far made, and trends and prospects, regarding the schooling of the children of migrant and former migrant workers. Reference was made in this document to what has been done in the course of national projects (innovations in respect of school curricula and educational content, methods and materials, training of teachers, results, trends and problems, questions arising, future prospects, etc.). Some basic references were attached to this document as well as a summary of the Unesco Educational Programme for Migrant Workers and their Families (See Appendix IV).

An additional document on educational materials and programmes was intended to serve as a guideline to facilitate the discussion on innovative teaching materials and programmes for pre-school and primary education.

Documents and teaching and other materials relating to national projects in progress were shown during the conference. Selected documents on Unesco activities, documents and materials on intercultural education prepared by OECD, the annotated bibliographical compendium "Education of Immigrants" (Unesco, 1988) and "The International, Regional and National Inventory of Institutions and Associations of Migrant Workers and Their Families" (Unesco, 1988) were distributed.

Translation and Interpretation

The working languages of the meeting were English and French. Participants were requested to use one or the other of these languages when addressing the audience. Simultaneous translation was assured during plenary sessions.

The working document was available in English and French, and the other documents and materials in either English or French.

EXPERIMENTAL PROJECTS

Between 1988 and 1989, which is the last biennium of Unesco's Second Medium-Term Plan, a series of pilot projects concerning children of migrant workers were undertaken in Belgium, Greece, Luxemburg, the Netherlands, Portugal and Yugoslavia. The aim was to set up a network of primary schools taking into consideration, within their programmes, the needs and difficulties of children of migrants or former migrants, and to encourage the socio-cultural integration of second generation migrants in the host country or their reintegration in the national education system of their country of origin. The projects focused essentially on the renewal of teaching methods, the production of suitable and innovative teaching materials, the training of teachers responsable for multi-cultural classes, the improvement of relationships between schools and parents, and cultural associations, etc.

B E L G I U M

In co-operation with Unesco, the ASBL "Groupe de travail migrants" comprising the "Action migrants en Wassland" and the "Groupe d'etudes et de recherches pédagogiques et culturelles" of the Universite Libre de Bruxelles launched in 1988 a pilot project for the socio-cultural and linguistic integration of children of migrants in 7 schools with high proportions of such children. Three of these schools are in the Brussels region, one at St. Niklaus and three others in the Wass region. The projects' objectives were the following:

. integrating in adaptation classes of renewed programmes to ensure the successful learning of the French and Dutch language;
. evaluating and finalizing to this effect a prototype of teaching materials;
. pre- and in-service training of the teaching staff;
. parents' participation.

In order to support this language learning programme special attention was given to courses dealing with history and geography of the country of origin. The group is currently preparing a software aimed at introducing children to a method for learning fast reading. The group also calls on the services offered by research institutions, in particular the Institut supérieur du travail of Louvin Catholic University and the Centre pedagogique de Gand. The national authority responsible for education is now preparing an evaluation of this project which will be generalized in 1990.

LUXEMBURG

Within the framework of co-operation between this country and Unesco a pilot project was launched in 1988 aiming at the socio-cultural and linguistic integration of children of migrants into the national education system. The project which is now developing is implemented in two classes at the "Ecole de Brill" in the town of Esch-sur-Alzette. More than 2-3rd of the children at this school are foreigners (51,74% Portugese and 10,31% Italians). This project has the following objectives:

. to encourage French and German language learning with a view to help children in achieving successfully their admission examination in post-primary schools which takes place at the end of the primary level;

. to motivate children to participate in out of school activities (sports, cultural activities, etc.);
. to achieve parents' participation in school activities;
. to train the teaching staff involved in this project.

The project is co-ordinated by voluntary teachers of these classes working under the responsibility of a committee comprising five institutions (the Ministry of Education, the Primary Education Department, the National Commission for Unesco, the local Inspectorate of Primary Education and the Bureau for Employment).

Since its beginning the project emphasized the following renewal of German and French language teaching programmes; (1) the production of a new type of teaching materials; (2) the re-training of the teaching staff and (3) the development of out-of-school activities. Efforts are now being made to introduce the use of informatics in the teaching programmes of these two languages. The evaluation of the project is currently under way with the view of its wider extension. The national authorities hope to solve the problem of contact with parents in the following phase. This problem constitutes a major obstacle for the development of this project.

THE NETHERLANDS

The Dutch government provides schools with special means to stimulate educational and development activities which focus on children of less favoured families. Each child which attends primary school (age 4 to 12) is given a score in relation to the statistical risk of being unsuccessful in school. Statistics show that children of migrant families run a great risk of being retarded in their development at the age of four (start of the school career). They also risk leaving school prematurely without reaching a sufficient high level of education.

The Policy Promoting Education (OVB) provides extra means in the so called Educational Priority Areas to create a network of schools, kindergartens, libraries, and associations which plan and carry out activities that stimulate cognitive development aiming at academic success for children of migrant workers.

In Holland about 50% of migrants live in the four major cities. The city of Utrecht is one of them and is situated in the center of the country. In Utrecht 32% of the primary school population are children of migrants.Ten of the fourteen areas in the city are priority areas. In the priority areas schools several projects dedicated to the educational needs of migrant children are in progress. They include:

. information to parents about the Dutch school-system and assistance in choosing a school for their children according to their interests and capacity;
. information about institutions like libraries, home work classes, etc.;
. lending parents toys and other materials which stimulate the development of children;
. the development and production of teaching materials based on principles of bilingualism and inter-culturalism;
. introducing language programmes in kindergartens which serve the different needs of migrant children;
. introducing curricula and teaching methods for Dutch as a foreign language

for non-Dutch speaking children;
. training of teachers and professionals;
. stimulation of parents to participate in parents' committees.

OVB-school teachers receive special training in order to be able to deal with the different aspects of intercultural education. All kinds of festivities are used as a theme for long term intercultural projects. For these projects material is developed and suggestions for classroom activities are prepared and carried out. Based on these kinds of projects a more structural approach to intercultural education is developed.

GREECE

Today there are more than 30.000 children in Greece belonging to families of former-migrants. Attempts to integrate them in the national education system started in 1980. Different methods were used for this purpose by Ioannina University (4th, 5th and 6th levels) and Athens University (7th, 8th and 9th levels) in collaboration with the Ministry of Education and Unesco's assistance. These efforts were based on the principle of intercultural education and equality of chances in education. Their objectives were to integrate children into different levels of Hellenic language teaching by taking into consideration the specific needs of such children while preparing school programmes.

The first phase of this action (preparatory phase) started during the academic year 1983-1984 by a survey including children, teachers and parents in order to better identify problems and to find realistic possibilities for action.

The second phase (trial phase) started at the beginning of the academic year 1984-1985 and ended by the last trimester of 1986-1987. This phase concerned in particular the production and trial of teaching material prototypes, training of teachers involved, raising public awareness especially among parents and evaluation of the first two phases.

The current phase (popularization phase) started in 1988. It aims at developing innovated teaching materials and generalization of their use, following-up the efforts undertaken for the training and re-training of the teaching staff, as well as the contribution of the school environment and parents' participation in the activities of the project. This phase foresees the production of 500 slides for the teaching of chemistry and physics and 120 others for general culture subjects. So far 246 slides were produced for chemistry teaching and 20 for the teaching other subjects.

Several training seminars were organized by officials responsible for the project to train the teachers working in the project (144 participants).

Three types of difficulties were encountered during the implementation of this project, namely: (1) the introduction of courses for support sections intended for children of former migrants into already overburden programmes; (2) the application of the support sections' programmes without proper methodology by untrained teachers and (3) the lack among children and teachers in support sections of specific and adequate teaching materials to be used by children as well as teachers.

It was also realized that there is a need for the development of supplementary materials and teaching aids for the teaching of Greek as a second language.

PORTUGAL

With Unesco's assistance, Leiria Higher School of Education (ESEL) is undertaking an experimental action for the intergration of children of former migrants into the national education system.

Through this action the national authorities intend to offer these children the pedagogical support they need and the necessary follow-up in order to enable them to overcome difficulties arising from the change in their socio-cultural environment and their lack of command of the Portuguese language. This action which takes place within the framework of measures taken against school failure should on the other hand, lead the national officials responsible for education to finalize a proper methodological approach to train teachers for this purpose, to raise awareness and to achieve active participation of parents and other local school staff in school activities.

Through the first phase of the project which lasted two years (1984-1985) it was possible to localize and to better identify the difficulties. This was achieved by a series of tests and collaborative surveys. For this experimental action two preparatory schools in an area with high concetration of children of former migrant workers were chosen (Leiria Preparatory School No. 1 - urban area and Volora de Loiria Preparatory School - rural area) and the necessary structures were established (the ESEL co-ordination team and an administrative council including school headmasters, teachers, parents and members of the local authorities). During the first phase teaching material was elaborated and teachers were trained for its use.

The second phase of the project which alst lasted two years (1986-1987), was marked by the introduction of this action in two new schools (Guia Preparatory School and Pombal Preparatory School No.1). This phase also included the development of activities undertaken during the first phase (production and testing of teaching material, teacher training, raising awareness among parents and other school staff), and in 1987 the evaluation of these two phases.

The current phase (operational phase 1988-1989) concerns in particular the popularization and generalization of this action making use of the 1987 evaluation as reference framework.

It is worthwhile mentioning that the main lesson resulting from this evaluation is no doubt the necessity to keep in the classroom a balance between the children of former migrant workers and other children. Indeed, a class confined to children of former migrant workers gives them a negative characteristic (group of migrants) whereas a class with a majority of non-migrants causes isolation problems among children of former migrant workers.

YUGOSLAVIA

The Yugoslav Commission for Cooperation with Unesco entitled the Institute of Sociology, University of Ljubljana to carry out the Unesco pilot project aimed at training Yugoslav teachers conducting supplementary (non-integrated) teaching of the languages of the nations and nationalities of the single republics and provinces. In-service seminars were organized in collaboration with the Ministries of Education and the Boards of Education in Bosnia and Hercegovina, Croatia, Macedonia, Serbia and Slovenia. Over 300 hundred participants attended a three-day in-service training programme dealing with

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the issues of intercultural education and giving special attention to the teaching of Macedonian, Slovene and Serbo-croatian as the mother tongue (or the second language) of the children of Yugoslav migrant workers and to the preservation/development of their cultural identity in the process of their gradual integration into the host society.

The objectives of the seminars were to train teachers:

. to become conscious of the historical, social, economic, cultural and socio-psychological effects of migration;
. to become aware of the various forms of cultural expressions present in the migrant workers national culture and in the culture of the host country;
. to become aware of differences existing between the migrants' country of origin and the host country not only in the cultural field but also in their historical and economic dimensions;
. to understand the basic principles of intercultural education;
. to take into account the fact that teaching to migrant children their parents' mother tongue requires an appropriate methodology and to act accordingly;
. to use instructional material for teaching a language as a second language.

The proceedings of the seminars were centered around plenary sessions and group work. Reproduced papers of plenary lectures were distributed in advance while sample teaching materials and textbooks for the teaching of Yugoslav languages as second languages were distributed during group work.

An exploratory study on teachers' attitudes to intercultural education and their perception of the children's integration into the host society was carried out during the seminars.

* * *

After the presentation of the experimental projects Miss M. Koroma provided complementary information to the summary of the Unesco educational programme for migrant workers and their families (1973-1985), i.e. up to the beginning of Unesco's Second Medium-Term Plan. Between 1986 and 1988, the emphasis was on educational materials for literacy courses and for the teaching of the mother tongue and of cultural values in primary education as well as for the preservation of cultural identity.

A book entitled "There are No Poor Fishes", intended for intercultural education in the mother tongue and developed by the Swedish and Finnish National Commissions, was the focus of in-service training for approximately 200 pre-school and primary teachers in both countries. Such intercultural material can serve as a bridge between children with differing mother tongues and cultural backgrounds. It is intended to give this book, which has already been published in English, Finnish and Swedish - as well as a braille version, wide distribution in different languages to enable teachers in others countries to use its method of teaching.

The Luxemburg National Commission in cooperation with the "Centre de documentation et d'animation interculturelles" (CDAIC), prepared teaching materials and organized a day of information for Luxemburg primary school teachers, as well as for Italian and Portuguese teachers responsible for

language and culture teaching. A selective bibliography was prepared concerning intercultural education and a brochure was produced for teachers of the mother tongue of migrant workers from Cape Verde, Italy and Portugal.

The Yugoslav Permanent Delegation to Unesco, through the National Commission organized a series of language courses in Serbo-croatian and information courses in Yugoslav civilisation for Yugoslav migrant workers and their families living in France

The Spanish National Commission, in collaboration with the "Associations des parents des familles espagnoles émigrantes en France", organized a workshop for 90 teachers on the problems they encounter in the teaching of the Spanish language and culture, as well as the migrants' intergration in French society.

The "Mouvement de solidarité pour les Iles du Cap-Vert", an association for Capverdians living in France, organized cultural and educational activities, under contract with Unesco, aiming at preserving their cultural identity, particularly for second generation migrants. A cultural demonstration took place in 1987 involving some 300 people, which included the film "Les Africains parlent aux français", as well as pictures, poetry recitals and folklore music concerning the history of Cape Verde.

Also under contract with Unesco, the association "La Caravane" produced a series of 20 slides and cassettes to promote the recognition and mutual respect of migrants from Algeria, Mauritania and Senegal living in France.

In collaboration with the Içel In-service Training Institute in Mersin, the Ministry of National Education, Youth and Sports of Turkey established a language centre for teachers responsible for the education of the children of Turkish migrant Workers. The centre, whose main aim is to formulate policies and methods for the education of the second generation migrants, in particular, has equipped the Içel Institute in Mersin with audio-visual material for language teaching of educational personnel.

Under contract with Unesco in 1987 the National Commission of Columbia, through educators in the "Organisation nationale en Columbia" (ONIC), produced didactic materials for use in ethnic education in the Indian communities, and undertook measures to provide methodological guidelines for ethnic education. The teaching materials are being used in primary education and in literacy courses for women and girls.

In 1987, a contract was completed with the National Commission of Venezuela to produce in collaboration with la Commision de Linguistica y Etno Linguistica para America Latina y el Caribe, various teaching materials for education of the Indian communities, and to publish materials already existing on the subject. These materials are being used in primary education and in literacy classes for women and girls.

Other activities undertaken in 1988 and 1989 included the following:
On the basis of the evaluation of subprogramme II.6.3 (Action on behalf of migrant workers and their families), a consultative meeting to formulate suggestions for educational action in favour of migrant workers and their families, was held in Unesco on 13-16 June 1988. The meeting was attended by 20 participants from 14 countries, eight of which were European, as well as IGOs, such as the OECD and the Council of Europe, NGOs, migrant workers' associations and research centres. It focused on the identification of priorities for national, regional and international action in favour of

migrant workers and their families, and on the formulation of suggestions for integrated and cooperative action for the implementation of the priorities.

A new version of the 'International, Regional and National Directory of Organisations and Associations of Migrant Workers and their Families', containing bibliographical entries from 20 countries, was published in 1988. An 'Annotated Bibliography on the Education of Immigrants' was also published in 1988. It contains the synthesis of immigration policies of countries and an annotated bibliography, both by country and by theme.

The "Centre d'information et d'études sur les migrations internationales" (CIEMI), under contract with Unesco, prepared in 1989 a document containing information on documentation on completed and current research on the socio-educational situation of second generation migrants in countries of immigration, and of migrants who have returned to their countries of origin.

The participants were then reminded of their projects on innovative teaching materials and programmes for pre-school and primary education, which might lead to suggestions and recommendations with a view to publishing an information brochure on specific teaching aids suitable for use by migrant children, including disabled children. This brochure will contain information on the development and assessment of innovative educational materials already published and suggestions for future action.

Mrs M. Rey reported on the so far made efforts of the OECD in this field. The OECD has invested resources in the study of education and cultural and linguistic pluralism which reflect the conviction that serious problems exist in this area, that they reside at government level and that are therefore societal problems. Educational policies for immigrants' children have been analysed inasmuch these policies are based on a variety of parameters which are often contradictory and difficult to define, reflecting as they do the explicit objectives and implicit options of the policymakers, ideological and administrative reflexes, social trends and pressures by special group interests, etc.

Mrs Rey pointed out that two phenomena should be distinguished: (i) the process by which educational systems adapt to accomodate diverse language and cultures reflected in the make-up each country's population; and (ii) the multicultural education movement, social phenomenon of the last two decades or so, which promotes a certain set of methods - particularly school curriculum change - a solution to the general problems of accomodating linguistic and cultural diversity.

Three projects have been particularly mentioned which have an important bearing on immigrant education, intercultural education, staff training and multicultural partnership. These projects are CDDC Projects No 5 "Cultural development policies in towns", also entitled "Your town, your life, your future"; CDDC project No 7 "The education and cultural development of migrants" and the CDDC "Working party on the training of teachers of migrants' children", also entitled "The intercultural training of teachers".

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Special references has been made to the fact that OECD by organizing meetings of experts and professional educationists, by encouraging exchanges of ideas and curricula, by furthering activities planned in joint consultation, has played a most important role in the area with which the meeting is concerned. The problems of migrants' education must continue to be given the highest priority, not only by the member states but also by the international

organizations and the European Community, which can help to encourage and guide national efforts. It is also necessary to recognize the fruitful interaction between the culture of immigrants and the culture of the host country as well as the importance of the development of immigrants' cultures.

It is therefore necessary to intensify concerted action on behalf of the education of migrant children as well as adults, in view of the fact that such concerted action is assuming special importance against the backgraund of the present economic situation and the problem of youth unemployment. This would stimulate effective cooperation which would culminate in bilateral understandings or agreements. Action coordinated multilaterally would garantee for everyone the same rights and opportunities, without discrimination.

It is particulary necessary to promote research into curricular - and extra-curricular measures to be adapted on behalf of migrants and their children (adult education, means of involving parents, training of teachers of the host countries and the countries of origin); to encourage the joint evaluation of pilot experiments and research projects, as well as the publication of statistics concerning the education of migrants; and to coordinate these efforts and studies so that the proposed measures can be better implemented.

SUMMARY OF TRENDS, EXPERIENCES, INFORMATION AND VIEWS EXPRESSED DURING THE MEETING

Problems and issues are not listed in order of priority and are not intended to be exhaustive.

The situation of migrants in Western European receiving countries at the end of the 1980s is as follows: family reunification by the first generation of migrants has already been completed. The children fetched from the countries of origin or born in the host countries have reached school or working age, and increased attention is being devoted to their situation. In some host countries there is already a third generation of migrants. It has become evident that the boundaries between traditional immigration and temporary im migration and between emigration and employment abroad are now less distinct that ten years ago. This development has been heightened by the emergence of supraregional and international labour markets and by the freedom of movement of workers within the European Community.

While initially the phenomenon of migration has been essentially a man power problem, it is now first and foremost a socio-economic and socio-cultural problem and one that consequently has to be solved taken into account not only the interests of the host society, but also and to an even greater extent the welfare of the individual who is very often placed in an under-priviliged situation through having to migrate.

The current situation of second-generation migrants in Western Europe is very similar as far as their integration into the educational system and/or into the labour market concerned. The integration process hinges on the same factors in all host countries:

- demographic factors (e.g. number of native school-age population, availability of sufficient native labour);

- economic factors (e.g. economic growth, change in economic structure, use of new, labour-saving technology);
- political factors (e.g. ban on recruitment of foreign workers, freedom of movement within the European Community);
- educational and vocational qualifications of children/youth (e.g. command of language/s, type of school, school-leaving certificate, vocational training, advanced training, awareness of available opportunities);
- attitude of the native population towards migrants (e.g. social distance towards foreigners, ethnocentrism, segregation and discrimination).
- migrants' associations and their connections with the politics of the host countries and countries of origin;
- the aims and functions of migrants' associations with regard to migrants and the host country;
- the question of political power for influencing above all local decisions as well as the limits of negotiations by migrants' associations with political bodies or administrations in host countries.

This leads to a greater need for comparative international research. Research approaches used in the so-called "traditional' immigration countries (Canada, United States, Australia) are incresingly being discussed in Europe from the point of view of their transferability. The main emphasis of research lays on the integration of second-generation migrants into Western European host countries. It needs to be stressed that at both the national and the international level the term "integration" is not used by researchers as well as by other bodies concerned in a clearly and uniformly defined manner. The reason for the difficulty in arriving at a common terminology relating to the integration of migrants is that the position of migrants in the host (immigrant) system may include virtually all potential relationship between people and their social environment: conflict, marginality, segregation, adoption of values and types of behaviour, interaction, status, etc. Consequently, it is no coincidence that a large number of terms, some identical and others of different content, are being used: acculturation, assimilation, integration, etc.

Definitions and descriptions of individual and societal bilingualism have also to undergo considerable revision, in the light of different language policies which, in turn promote, tolerate of disdain language diversity and pluralism within the cultural ambitions and economic aspirations of the overall host society. Within the variety of political and economic situatione in the host countries,individual linguistic conditions show different patterns of orientations. The formulation of the challenging and controversial hypothesis of "semilingualism"' is a typical example of such development.

Academic interest in bilingual education for children of migrant workers results from the need to improve existing monolingual / compensatory models, to treat the children's language diversity as a strenght rather than a deficiency in their learning process, to develop proficiency in the school's main language and to adjust to the mainstream culture of the host country.

In the extensive discussions on bilingual education for migrant children particular warnings have been expressed against viewing bilingual education - with its media of instruction-as an independent variable, and scholastic skills as the dependent variable. Only treating bilingual education as a dependent or intervening variable (i.e. considering the macro-social factors which lead to that particular form of bilingual programme) can the linguistic outcome be adequately evaluated.

Migrant children experience the demand for integration into their environment much more strongly than do their parents. The children meet integration pressure at the latest when they start pre-school or primary education, if the teachin is in the host country language. The general view is that these children adapt easily, rapidly adopting the new language (the language of their social environment) and the value system of the majority culture. Superficially, this may offen be the case. But if the new language and the culture it represents are picked up without a firm anchoring in the emotional foundation of the language - which is only possible for migrants whith the aid of their mother toungue - socialization at the emotional level, especially, remains incomplete. The consequences are often not visible until youth or adulthood.

Second generation migrants often have to pay a high price for their attempts et integration in the form of a linguistic and cultural loyalty crisis. They drift away from their own ethnic group, but without finding a new identity. Their attitudes to their original group are therefore ambivalent. Fluctuating affection for and rejecition of their own ethnicity / nationality combined with the feeling of inferiority, are in fact phenomena characteristic of second generation migrants. Loyalty conflicts in turn contribute to the mental health problems so common in them.

Studies of a variety of kinds in different settings with diverse populations suggest that cohorts of immigrant children may adjust socially and emotionally better, no differently, or less well than native populations into which they migrate. Paradigms for and theories of immigrant children's adjustment and integration will clearly have to accomodate all these conditions, rather than, as has usually been the case in the past, accouting solely for lesser adjustment. It is evident that children of migrant workers do not necessarily manifest greater incidence of socialization problems or disorders than their native peers. Nevertheless, the data show that when socialization problems and disorders occur, they do so with certain regularities, permitting some broad generalizations to be made about the kinds of adjustment difficulties immigrant children are likely to experience. The general patterns has been to find that immigrant children present more often with behavioural disorders and, in adolescence, identity conflicts, and less often with acute psychiatric dysfunction.

Several studies confirmed that behavioural disorders were manifested almost entirely at school there are three possible reasons for this, foremost among which is the widely noted association between learning difficulties and behavioral disorders followed by ethnic racial discrimination and high pupil turnover in the school. The second major area of disorders, among adolescents specifically, is the domain of self-concept, identity conflicts and conflicts with parents. None of these are, of course, the exclusive prerogative of immigrants, but it is possible to suggest that the experience of migration and culture change may exacerbate these normal developmental crises of adolescents of migrant workers.

Two special cases of cultural adaptation have particular relevance, namely the role of language difficulties and of school failure in determining social and emotional adjustment and integration. The linguistic conditions of the immigrant communities in the host countries increasingly attract the attention of linguists, psycholinguists, sociologists and educators as it becomes more widely recognised that the origin of the children's low academic achievement and worse opportunities is the inadequacy of the language provision offered by schools. Low academic achievement should be integrated and evaluated within a

sociological framework of community relations and from a social conflict perspective.

Discussions on the education of migrant children is often characterised by a strong reaction against the principle that equal treatment means equal opportunities and the concept of deficit which the host society considers inherent in the conditions of linguistically diverse children.

It would be necessary to highlight how micro-social factors (economic, power conflict, social class) translate into language behaviour at micro-social level, this accounting for the test scores and low academic performance reported for ethnolinguistically different migrant children. In the host countries the mere linguistic and cultural differences of migrant groups translate in reality into a low level of power and control of their lives. Such a conflict would be reflected by the school when viewing the migrant child's linguistic repertoire as a "restricted code", when in fact it is only a "manifestation" of trying to cope with stigma plus cultural differences in a more or less hostile environment.

The problem of "cultural identity" underlies many analyses of the educational difficulties of migrant children. This problem, which varies in intensity according to circumstances, is ultimately common to all migrant children once they enter a school system which they will experience as a place of foreign socialisation and cultural inculcation. Once the first difficulties set in, school, the place of social advancement and symbol of integration and success, can become the pretext for total rejection of all integration and a source of social relegation.

These reactions, attitudes of failure, rejections or even hostility towards school and society are well-known under the common name of the "second generation problems": prospects of unemployment, delinquency, maladjustment and social relegation. The migrant worker's child is the sufferer in several kinds of conflict, some related to the pattern of family relationships and the impact on them of the father's occupational situation and the mother's status, others stemming from housing conditions and the localities in which migrants live. The conflicts are reflected in the image which the child forms of himself and his family and in the image which others have of him. Thus, the "cultural identity" factor may turn out to be as much the cause as the consequence of the integration difficulties experienced at school.

Conflicts are often deepened by the parents' desire or determination to preserve cultural, in particular, religious traditions and practices that mean little to their children. The question arises therefore of whether or not to maintain migrants' links with the culture of their country of origin and of the needs then to analyse the ways in which this is to be done and organised according to the desired effects: cultural enrichment, socio-psychological re-stabilisation, preparation for possible return to the country of origin. Nevertheless, despite all the risks and the fact that they are inherent in the learning situation, the maintenance of migrants' links with their cultures of origin is still the most appropriate way of providing an education guaranteeing the equality of opportunity that is characteristic of a truly democratic school.

Although the concept "intercultural" education remains somewhat ambiguous, it certainly means completely rethinking the cultural context of the European differnt educational systems to allow for the presence of foreign groups/ communities whose cultures have been so far somewhat neglected by those same

systems. The first tenet to be challenged is the ethnocentricity which is still predominant in education. The second challemge is connected with language teaching methods, the ways in which the languages of the host country and the country of origin are taught. This implies developing special tools for the purpose. The effects of this surely foster better integration of migrant children in the host school system at the same time as affording new opportunities of freedom for these children vis-a - vis the images habitually thrust upon them with regard to the two languages involved in each case. The third challange concerns harmonisation between the various school systems concerned and this implies learner-centred approaches to teaching.

In short, recent experiences of migration within Europe have required a fundamental shift in thinking about the role of education. The long-term prospect of a pluralistic society demands a model of integration, with its underlying respect for the language and culture of minority groups. All this increases the need for a revision of language teaching policies in the direction of greater flexibility of learning options and methods, At the same time the need to review and recast teaching materials is a continuing one, bearing in mind the rapidity of migratory movements and of cultural changes in Europe.

All immigration European countries belong to the EEC, and it would appear quite naive to believe that one global model would be feasible and successful in meeting the educational needs of all migrant children in all diverse countries and during all their different phases of economic and political development. Accordingly one should not expect that the EEC Directive could offer a model or solution for the educational problems of immigrants throught its member states, although it has proved thet it can provide a major impetus in promoting international discussions and national action. The Community can influence to a certain extant the educational policies of its member states but cannot rectify or influence the measures adopted by them to deal with linguistic diversity of permanent overseas settlers, Southern European non-EEC migrant workers and their families, who make up the vast majority of schools'linguistically "different" population. Thus the European Community has no real power to enact a linguistic and educational policy on language diversity and societal bilingualism upon the member states which are completely independent in determining policies of immigration or migration - ultimately orienting integrationist, assimilationist or segregationist educational and language policies.

The legitimate expression of cultural diversity introduced by the presence of migrant communities has to be accepted and fostered, and at the same time a degree of unity in educational policies has to be preserved, or else local education structures would break down. Allowance has to be made for differing susceptibilities, sometimes conflicting with one another, requiring progress towards arrangements which are based on mutual respect and which may be "harmonious". It is necessary to encourage the preservation of the language and culture of migrant workers resident in a country different from their home, something which is essentialy important within the long-term policy of developing freedom of movement within the EC.

The education and cultural development of migrants should be established on the following lines:the subject is education and culture,and not just one of the two;its scope embraces adults and children;the basic option is for the intercultural approach,both as a principle and as an aim. The term 'intercultural',as understood here, is a result of four elements: i) our societies are henceforth multicultural; ii) each culture has its own specific

character,which is worthy of respect as such; iii) multiculturism is a potential source of enrichment; iv) so that it may become so in reality,we must achieve inter-penetration between all the cultures concerned without destroying the specific identity of any,and must vitalise the multicultural situation to make it truly intercultural.

The present extent and impact of migratory phenomena and the number of people involved require those responsible for education and training in the host countries and the countries of origin, in particular the countries of Southern and South-Eastern Europe and Africa which are most directly concerned, to give thought to these subjects in order to gain a better knowledge of the problems linked with these phenomena and to seek appropriate ways and means of solving them and consequently improving the conditions and quality of the schooling of the children of these population groups. Education and training, whatever form they may take, are indeed considered as a vital factor in their socio- cultural and occupational integration.

It is therefore necessary to give thought to measures in the field of education which would enable the children of migrant and former migrant workers either to become truly integrated in the host country if they wish so, or to reintegrate without too much difficulty into the socio-cultural environment of their parents' country of origin if the latter decide to return home with their children. Some of these measures relate to the effective acquisition of the essential mechanism making it possible to continue the learning process, to acquire the attitudes and behaviour patterns as well as qualifications necessary in a socio-cultural environment that is strongly influenced by technological innovations and scientific progress, and to face up to the challenges and demands of a labour market that requires proven technical ability. Other measures relate to educational methods making allowance for these children's specific educational needs as learners and enabling them to absorb the culture of the country.

Deep concern should be given to the problem of improving the functioning of the educational institution, which is too apt to favour elitism and to marginalize at a very early stage - often definitively - pupils who experience learning difficulties for various reasons, including reasons connected with their origins and the shortcomong of their family upbringing. The children of migrant workers, who often figure among those who have learning difficulties, are frequently victims of this tendency of the school to favour elitism, and they are doomed to scholastic failure, frustration and impotence.

The education of children of migrant and former migrant children has long been a difficult problem,and one of world-wide magnitude.In addition to various forms of bilateral co-operation covering this question,there is a need for broader-based and more diversified collaboration in order to tackle the problem of the education of migrant workers' children from different angles,so as to find an answer to the ever-present question of what responsibilities must be assumed and what must be done by the education authorities to meet the socio-economic and socio-psychological needs of this population.This need cannot be met without the active participation of international organisations such as - where Europe and Africa are concerned - the European Community,the Council of Europe,Unesco,and non-govrnmental organisations.

CONCLUSIONS AND RECOMMENDATIONS

On the basis of the reports presented by two working groups, the meeting adopted the recommendations listed below for measures to be taken by countries of origin and host countries (possibly through bilateral co-operation), by countries of origin in cooperation with Unesco and by Unesco and other intergovernmental organizations.

In so doing, the meeting kept in mind :

- the fact that it could only make recommendations and that States and intergovernmental organizations had their own responsibilities and constraints;

- that the implementation of some measures had to be carried out with extreme care, due consideration being given to the specificity of the countries and of the communities involved;

- the general value of the principles of intercultural education and solidarity.

MAIN RECOMMENDATIONS

Unesco should :

1. continue its programe on educational and socio-cultural integration of the children of migrant and former migrant workers, as a long term activity, with adequate human and financial resources;

2. widen and deepen its field of action for the migrants utilizing the experience acquired in Europe for actions in Africa, Latin America, Asia and the Arab Countries. These regions should be considered not only as countries of origin but also as regions of specific internal migration problems;

3. launch studies and regional projects in Asia, Africa and Latin America.

4. Unesco is invited to form, with other intergovernmental organizations (in particular ISESCO, the Council of Europe, ILO, OECD, EEC and ACTC), a monitoring committee which would carry out periodic evaluations of activities undertaken in co-operation with these intergovernmental organizations with a view to ensuring countinuity.

5. Unesco is asked to propose to the other organizations as soon as possible the establishment of such a monitoring committee.Unesco and ISESCO will take concerted action to. propose operating procedures and a clearly-stated form of organisation entailing the participation of a limited number (a dozen) of experts (representative of the situations existing) in the various states.

RECOMMENDED ACTIONS TO BE TAKEN BY HOST COUNTRIES

1. Inside the school

1.1 encouraging and guiding:

- . enrichment of content namely introducing in to the curricula elements of language, literture, history, geography of countries of origin; introducing human rights education;
- . adaptation of curricula;
- . elaboration of teachin materials;
- . bilingual and bicultural policy in the school and pre-school period including as appropriate tuition of mother tongue in regular curricula;
- . pre-service and in-service training for teachers (taking into consideration a new concept of the role of the teacher);
- . migrant parents' help to assist their children cope with problems relating to school life;
- . the role of the supervisory personnel such as school directors;
- . a broad partnership around schools: parents, firms, local authorities.

1.2 promoting and guiding:

- . the reception of migrant children (mostly concerning language preparation).

2. Outside the school

- . encouraging a variety of activities on the part of migrant and non-migrant associations (the activities of associations can also be linked to the training of the so-called paraprofessional mothers) in consideration of the importance of extra-school activities and leisure time;
- . disseminating information among migrant parents in their mother tongue on the school system and educational opportunities.

RECOMMENDED ACTION TO BE TAKEN BY COUNTRIES OF ORIGIN IN COLLABORATION WITH UNESCO

1. Inside the school

1.1 encourage and promote the training of teachers as multipliers of social,linguistic and cultural information on the countryy of origin concerned, or as social-linguistic cultural counsellers;

1.2 providing background information literature and various materials to help host countries (booklets, etc.).

2. Outside the school

2.1 helping various migrant associations and clubs in different ways;

2.2 helping teacher to obtain a solid linguistic knowledge of their native tongue as well as sending them abroad in order to provide them with a good knowledge of the language and culture of the host country;

2.3 preparation for return.

RECOMMENDED ACTIVITIES TO BE TAKEN BY BOTH THE HOST COUNTRIES AND THE COUNTRIES OF MIGRANT ORIGIN (with care to link research and action)

1. Inside the school

. developing educational material, particularly with a view to exchange;

. combating drop-out rates;

. encouraging "correspondence courses" (i. e. assistance with assignments etc.), or "integration assistance";

. promoting the recognition of school and vocational diplomas;

. developing psychological support for children and special training of agents delivering the support.

2. Outside the school

. encourage research to define pertinent indicators for selection and orientation of children

. tests for migrant childrne, if applied for streaming

purposes, should be prepared by specialists from both the host countries and the countries of origin who should take into account all the migrant children's capabilities in a dynamic view;

. migrant children should not be sent to special schools without prior consultations with teachers from the countries of their origin;

. pre-school age children should be able to receive instruction in their mother tongue in the host countries;

. emphasis should be placed on encouraging and promoting integration rather than on coercive repatriation.

. developing cable television and radio programmes in the mother tongue of migrant children;

. the education of female migrants should be encourage with a view to preparing them for employment;

. such training of migrant children should be encouraged as it would enable them to become (among other possibilities) teachers of migrant children theselves and to serve as a link between the home and the school;

. exchanges of teachers, educators and scholars between the host countries and the countries of origin should be further encouraged;

. the training of "paraprofessional mothers" (to spread various ideas and information among other migrant children's mothers on a voluntary basis);

. information on return possibilities;

. twinning of schools;

RECOMMENDATION TO UNESCO AND OTHER INTERGOVERNMENTAL ORGANIZATIONS

1. Encourage joint projects among researchers, educators and possibly administrators from various countries of origin and the host countries, taking into account their shared and specific experiences concerning integration and reintegration of migrant workers and their families.

2. Continue to organize exchange programmes between educators of migrant workers from both countries of origin and the host countries.

3. Reinforce the activities of migrant workers' associations and clubs.

4. In collaboration with the countries of origin and the host countries strengthen and reinforce pre-service and in-service training for teachers at pre-school and primary school levels.

5. Collect adequate statistics research in the field of the schooling of migrant children.

APPENDIX I

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APPENDIX II

LIST OF CONTRIBUTIONS

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Matuschek, H. (Vienna) The education of immigrants and their children in Austria: Effects and perspectives.

Freigang, J.P. (Vienna) Education and cultural and linguistic pluralism: Case study 1988/89 Viena/Vorarlberg.

Hanser, J. (Vienna) Educational and leisure time programmes for immigrant workers' children, youth, girls, women and families.

Morokvašić, M. (Paris) Les enfants immigreés d'origin yugoslav et le bilinguisme.

Vieilliard, C. (Lyon) Le jeu et le livre, a la portee des parents pour qu'ils participent pleinement a l'eveil de leurs enfants.

Hoffman E. (Helsinki) The Swedish instruction in bilingual Finland.

Schwenke, H. J. (Hamburg) Education and training of children of migrant workers in the Federal Republic of Germany.

Oksaar, E. (Hamburg) Language-integration-identity: Socio-cultural problems of new minorities.

Markou. G. (Athens) Socio-cultural problems of returnees: The Greek case.

Rosoli, G. (Rome) Educational activities for Italian migrant children.

Pellegrino, A. (Esch-Alzette) Action spécifiques pour l'insertion socio-culturelle et linguistique d'enfants des migrants.

Doucoure, S. (Bamako) Problématique du Mali.

den Elt, M.F. (Amsterdam) Children of 0-4 years of age, of non-Dutch origin: Recent policy developments.

Vedder, P. and Kook, H. (Utrecht) International educational cooperation: An Antillian-Dutch case.

Simson, S. (Amsterdam) Ethnic minority groups and their perspectives.

van Vlimmeren, T. (Utrecht) Intercultural education in educational priority areas.

Mahamane, A. (Niamey) Les problems d'insertion socio-culturelle au Niger.

Barbeiro, L. (Leiria) Insertion des fils d'ex-migrants dans le systeme educatif portugais.

Mody, N. (Dakar) Les migrants: la communication interculturelle comme facteur d'une meilleure cohabitation entre les Communautés et d'une meilleure coopération internationale.

Salazar, M. (Stockolm) Imagination as an educational resource for intercultural teaching.

Kurman, W. (Lucerne) Principles et tendances dans la scolarisation des enfants etrangers en Suisse.

Ostini, M. (Berne) Le recherche en éducation a l'appui de la scolarisation des enfants de migrants.

Bolzman, C. (Geneve) L'insertion socio-culturelle des enfants des refugies Latino-Americains en Suisse.

Hoffmann-Nowotny, H.-J. (Geneve) Assimilation and integration of minorities and cultural pluralism: Sociocultural mechanisms and political dilemmas.

Abderrazek Ou Led, A. (Tunis) L'experience Tunisienne en matiere d'actions socio-culturelles engagees au profit des enfants emigres et de retour; contenu, problems et suggestions.

Erkal, M.E. (Istambul) Some socio-cultural problems of the chidren of Turkish workers abroad.

Klinar, P. (Ljubljana) Through adaptational acculturation to the integration of second generation immigrants into contemporary postindustrial societies.

Setinc, M. (Ljubljana) Bi-cultural socialization of Slovene migrant- children: A comparison with non-migrants and returnees.

Strukelj, I. (Ljubljana) Socio-cultural adaptation of second generation immigrants: Alternative strategies.

Pavlinić-Wolf, A. and Anić, J. (Zagreb) Migrant workers' childrens' socio-cultural integration and plans concerning further education.

Davidović, M. (Belgrade) Foreign workers and prejudice: Blockade for integration.

Zidarić, V. (Belgrade) Educational work with Yugoslav chidlren and adolescents abroad.

Djurić, D. and Salaj, M. (Novi Sad) Quelques indicateurs psychologiques des l'integration socio-culturalle des enfants de migrants.

Miklos, B. and Potrobić, G. (Novi Sad) Mental health and social integration of second generation migrants.

APPENDIX III

UNESCO CONFERENCE

SOCIOCULTURAL AND LINGUISTIC INTEGRATION OF THE CHILDREN OF MIGRANT AND FORMER MIGRANT WORKERS

Bled 7 - 11 June 1989

Agenda

Wednesday, 7 June 1989

10.00 - 11.00	Plenarny session Chairman: V. Antončič
	Opening of the meeting ceremony (R1)
11.00 - 12.00	Reception
12.00 - 12.30	Plenary session (R1) Chairman: N. Soljan
	Election of the Bureau and adoption of the agenda
12.30 - 13.30	Presentation of experimental projects: Belgium, Greece, Luxemburg
15.30 - 17.00	Plenary session (R1) Chairman: D. Davidović
	Presentation of experimental projects: Sweden, the Netherlands, Portugal
17.00 - 17.30	Coffee break
17.30 - 18.30	Plenary session (R1) Chairman: A. Mahamane
	Synthesis of the reports and examination of the results of experimental projects

Thursday, 8 June 1989

8.30 - 10.30 — Plenary session (R1)
Chairman: M. Davidović

Kurman, V. (Berne) Principles et tendences dans la scolarisation des enfants migrants en Suisse.

Ostini, M. (Berne) Le recherche en éducation a l'appui de la scolarisation des enfants de migrants.

Bolzman, C. (Geneve) L'insertion socio-culturelle des enfants des refugies Latino-americains en Suisse.

Pellegrino, A. (Esch-Alzette) Action spécifiques pour l'insertion socio-culturelle et linguistique d'enfants de migrants.

Morokvasić, M. (Paris) Les enfants immigreés d'origin yugoslav et le bilinguisme.

Freigang, J. (Vienna) Education and cultural and linguistic pluralism: Case study 1988/89 Vienna

10.30 - 11.00 — Coffee break

11.00 - 12.30 — Plenary session (R1)
Chairman: A. Mahamane

Klinar, P. (Ljubljana) Through adaptational acculturation to the integration of second generation immigrants into contemporary postindustrial societies.

Smolicz, J. (Adelaide) "Strangers in their midst": The unsolved problem of 'guest workers' and their children's education in Germany.

Thursday, 8 June 1989

11.00 - 12.30	Zidarić, V. (Belgrade) Educational work with Yugoslav children and adolescents abroad
	Simson, S. (Amsterdam) Ethnic minority groups and their perspectives.
	Pavlinić-Wolf,A. (Zagreb) Migrant workers'children's socio-cultural integration and plans concerning further education.
	van Vlimmeren, T. (Utrecht) Inter-cultural education in educational priority areas.
14.30 - 16.30	Plenary session (R1) Chairman: M. Davidović
	Djurić, D. (Novi Sad) Quelques indicateurs psychologiques des l'integration socio-culturelle des enfants de migrants.
	Mikloš, B. & Potrebić, G. (Novi Sad) Mental health and social integration of second generation migrants.
	Salazar, M. (Lund) Imagination as an educational resource for inter-cultural teaching.
	Vedder, P. & Cook, H. (The Hague) The educational situation of Antillian and Aruban primary schoolchildren living in the Netherlands.
	den Elt, M. (Rijswijk) Children of - 0-4 years of age of non Dutch origin: Recent policy developments.
	Hanser, J. (Vienna) Educational and leisure time programmes for migrant workers' children in youth centres.
16.30 - 17.00	Coffee break

Thursday, 8 June 1989

17.00 - 19.00 — Plenary session (R1)
Chairman: A. Machamane

Markou, G. (Athens) Socio-cultural problems of the returnees: The Greek case.

Erkal, M. (Istambul) Some socio-cultural problems of the children of Turkish workers abroad.

Matuschek, H. (Vienna) The education of migrant children in Austria: Effects and perspectives.

Rosoli, G. (Rome) Educational activities for Italian migrant children.

Vedder P. & Cook. H., (The Hague) International educational cooperation.

Niang. M. (Dakar) Project Pilote Grand Programme VIII. 3.3.: "Le courrier local audio visuel".

Davidović, M. (Belgrade) Foreign workers and prejudice: Blockade for integration.

20.00 — Reception

Friday, 9 June 1989

8.30 - 9.30 — Plenary session (R1)
Chairman: P. Vedder

UNESCO Secretariat: Analysis of the education of children of migrant workers and former migrant workers from the two-fold angle of their socio-cultural integration in the host country or their socio-cultural reintegration in the country of origin.

9.30 - 11.00 — Working group A (R1)
Working group B (R2)

Discussion

Friday, 9 June 1989

11.00 - 11.30	Coffee break
11.30 - 12.30	Working group A (R1) Working group 2 (R2) Synthesis of group discussion and group recommendations
14.30 - 15.30	Plenary session (R1) Chairman: P. Vedder UNESCO Secretariat: Possible approaches to the improvement of the conditions of schooling of children of migrant and former migrant workers with a view to establishing effective national, regional and international cooperation.
15.30 - 17.00	Working group A (R1) Working group B (R2) Discussion
17.00 - 17.30	Coffee break
17.30 - 19.00	Working group a (R1) Working gorup 2 (R2) Synthesis of group discussion and group recommendations

Saturday, 10 June 1989

8.30 - 10.30	Plenary session (R1) Chairman: B. Janin General synthesis and draft of the recommendations
10.30 - 11.00	Coffee break
11.00 - 12.00	Plenary session (R1) Chairman: I. Strukelj Examination and finalization of the draft recommendations Evaluation of the work
12.00 - 13.00	Closing meeting

Sunday, 11 June 1989 Excursion

APPENDIX IV

SUMMARY OF THE UNESCO EDUCATIONAL PROGRAMME FOR MIGRANT WORKERS AND THEIR FAMILIES (1973-1985)

Educational problems of cultural minorities are to be found in many parts of the world. Because of financial and personnel constraints, Unesco's programme concerning migrant workers and their families was at first limited to migrant workers in Western Europe. This had two advantages. It gave Unesco a new range of activities in its industrialized Member States, some of which may sometimes feel that they do not have their fair share of Unesco's operational programme. Secondly, it highlighted Unesco's role in stimulating co-operation between one region and another - for Africa is of course a major sending region of migrant workers in Western Europe.

In pursuance of resolution 1/1.2/1 adopted by the General Conference at its twentieth session a meeting was convened by the Director-General in September 1979 to consider the factors to be taken into account in extending the programme to other geographical regions. The programme for 1981-1983 takes account of the recommendations and conclusions of this meeting.

Unesco is thus continuing and widening its action to promote the right to education of migrant workers and their families in Member States and to encourage respect for the cultural identity and cohesion of the migrant family, by encouraging bilateral co-operation, particularly between countries of emigration and immigration. The scope of the programme has been extended to include other interested Member States besides those in Europe and Africa, in co-operation with other United Nations Specialized Agencies, intergovernmental organizations, non-governmental organizations, national commissions, migrant workers' associations, educational and research institutions.

It might be added that as far as the migrant family is concerned the Secretariat understands the schooling of the children to constitute only one part of an overall educational problem. An activity in favour of the education of children should therefore be seen within the context of a global approach which should deal among other subjects, with the vocational and technical training of adolescents and adults as well as parent education, literacy and adult education. Only such an integrated programme can allow migrants to adapt to the society of the host country, whilst retaining their own cultural identity as well as developing skills and technical knowledge which would facilitate their reintegration into the social and economic life of their country of origin, should they decide to return.

Unesco's interest in the general problems of migration goes back to the

early phase of its Social Science Programme. Although preoccupied by the study of problems related to post-war reconstruction, as early as 1949, the cultural identity of immigrants became one of the new areas to be given attention by the Secretariat.

Interest in the problems of migration has been sustained. The beginning of the 1970s saw renewed interest in their cultural identity and the training problem of young migrants. These factors were the subject of an International Seminar in December 1972, organized by the German Commission for Unesco, with financial support from the Organization. Further the Youth Division in the Sector of the Social Science at Unesco, in co-operation with non-governmental organizations and national commissions, organized a series of studies on the social, cultural and educational conditions and needs of young migrant workers in several countries. These studies were the basis of the consolidated report by Robert de Montvalon,' The Aspiration of Young Migrant Workers in Western Europe' (Unesco, 1976).

Further interest in the education of migrant workers and their children was aroused at the seventeenth session of the General Conference of Unesco (Paris, 1972) when, among others, the delegations of the Federal Republic of Germany, the Netherlands, France, Switzerland and Sweden submitted a draft resolution aiming at the provision of educational facilities for migrant workers and their children. The Conference saw in the proposal a logical extension of the activities so far undertaken by Unesco with a view to achieving without discrimination the right to education for all.

Resolutions 1.141 and 1.142 were adopted. Resolution 1.141 invited Member States of Unesco to take concrete measures to facilitate equality of access to education and of educational opportunity for foreign migrant workers and their children and to improve their education. Resolution 1.142 authorized the Director-General to further the effective and universal recognition of the right to education and to promote equality of educational opportunity and treatment. To that end, he was authorized to seek extra-budgetary resources for assisting Member States to take concrete measures to secure equality of access to education and of educational opportunity for foreign migrant workers and their families and to improve that education, their mother tongue being used in it as far as possible.

In order to define both the principles for action and the framework of operational aspects of the programme a consultative meeting of experts was convened from 22 to 26 october 1973 (Paris). Six studies on the educational problems of migrant workers and their families in the Netherlands, France, Switzerland, the Federal Republic of Germany and Spain (two studies) formed the basis of the discussion. Some of the proposals arising out of this meeting related to the need for increasing public awareness in the host countries of the national culture of the countries of emigration; aiding the migrant family in its new surroundings; educational and vocational training for both male and female adult workers; the schooling of the children and their study of their native language and culture; arrangements in the countries of origin for the reintegration of returning workers and their children.

Other activities undertaken since 1973 on behalf of the migrant workers and their families included the organization by Unesco in co-operation with the Swiss National Commission of an International Seminar in Geneva from 26 to 30 April 1976. The task of the Seminar was to indentify problems encountered by migrants in adapting in the host country and in readapting on return to their country of origin, particularly those related to teaching the children of migrants their mother tongue and the language of the host country. A synthesis of studies undertaken by four European countries on 'The teaching of the migrants' mother tongue' (Finland and Sweden) and 'The social and educational situation of migrants in the host country' (France and Yugoslavia) served as the working documets for this Seminar.

Follow-up actions undertaken by these countries included a study by Finland on 'The intensive teaching of the mother tongue to migrant children at pre-school age and children in the lower level of comprehensive schools'. That of France consisted of a study on 'Social services and migration: the linking up of a country of origin (Greece) and three host countries (Belgium, Federal Republic of Germany and France) on the basis of a field study in Northern Greece'. Sweden carried out a research project on 'The training of pre-school teachers for the mother tongue instruction of the chidren of migrant workers'.

The conclusions and recommendations of this Seminar formed the basis of discussion at a Meeting of Experts on 'The Planning and Administration of the Education of Migrant Workers and their Families', convened by Unesco from 13 to 17 December 1976 at Headquarters. The meeting had a dual purpose: a) to make the competent authorities and those in charge of the education of migrant workers and their families aware of the problems involved (teaching of the mother tongue, teaching in the mother tongue, introduction to the culture of the country of origin, teaching in the language of the host country, etc.); and b) to propose measures that should be taken by these authoritities to make good the deficiencies of statistics concerning illiterate adults and children of school age and of migrant families (number, drop-out, repetition of classes, etc.) so as to enable the schooling of these children and the education of migrant workers to be planned in a coherent way.

Unesco saw the need to involve the associations of migrant workers in its programme, and organized a meeting on 'The role of the association of migrant workers in the education and training of migrant workers and their families' from 17 to 21 July 1978'(Paris). The results of a survey on 'The expectations and aspirations of migrant workers in the field of education and training' undertaken by Italy and the Netherlands and by two migrant workers' associations (Federazione colonie libere Italiana in Svizzera, and Federacion de Associaciones de Espanoles Emigrantes in Francia) served as a working document for this meeting. The participants considered: 1. that another inalienable right of migrant workers and their families was that of maintaining their native language(s) and culture in order to safeguard their cultural, social and national identity; 2. that only in their community and, in particular, in the ability of that community to organize itself could migrants find the resources necessary for them to avoid the identity crisis and the destructuralization process brought about by isolation, the

inadequacy of their experience and cultural background in their new environment, their lack of knowledge of the language and codes of behaviour of the host country, the pressure towards assimilation exercised upon them by the majority group constituted by the host society as well as the prejudice and all the various forms of rejection and discrimination to which they might be subject.

They also considered that since migrant workers' associations, by their very nature, constituted the reference group par excellence, they had a leading role to play on behalf of migrant workers: 1. in making migrants aware of those problems; 2. in the organization, with the participation of migrants themselves, of activities designed to develop their personalities and affirm their status as members of a social, ethnic, cultural and national minority.

In the field of education Unesco initiated an exchange programme in collaboration with the Intergovernmental Committee on Migration (ICM, Geneva) in 1978 involving 27 participants, between educators of migrant workers from six countries of emigration (Italy, Morocco, Portugal, Spain, Turkey and Yugoslavia) and those from six countries of immigration (Austria, Belgium, Federal Republic of Germany, France, the Netherlands and Switzerland) with the assistance of the national authorities concerned, with a view to familiarizing those educators with the cultural and social background of the migrant workers and their families. At the end of the exchange programme the participants submitted reports to Unesco. In 1981 they undertook follow-up activities in their own countries for educational workers from their own and from neighbouring countries, who also serve migrants and their families, thus giving the programme a multiplier effect. A similar exchange programme was carried out between Mexico and the United States of America.

The reports sumbmitted by these participants were discussed and evaluated by Unesco and ICM (Geneva, July 1979). Recommendations common to all of these reports included the need for bilateral co-operation between countries of emigration and immigration, recognition of trade and school certificates and linguistic ability acquired abroad; solutions to the problems of second generation migrants and of the children of migrant workers left behind in the country of emigration; adaptation of migrants' children returning to the country of origin; teaching of and in the migrants' mother tongue and the appreciation of cultural identity; further action by interested intergovernmental organizations and non-governmental organizations and migrant workers'associations; the need for public awareness in both countries of emigration and immigration; and concrete action on the education of women migrants. These recommendations endorse Unesco's programme of action on behalf of migrant workers and their families.

In 1979 contracts were signed with migrant workers' associations: Mouvement des Travailleurs Ivoiriens en France (MOTIF), the Confederacion de Associaciones y Consegos Escolares Espanoles en Suiza (CACEES) and the Fédération des travailleur d'Afrique noire immigrés (FETRANI), to organize courses seeking to promote the education of women

migrants.

Attention has also been given to the dissemination of information for migrant workers and their families and a booklet based on the studies undertaken by four European Member States (reference para.10) was issued in English, French, Spanish and Arabic. This booklet is addressed to teachers, social workers, educational planners and administrators of migrant workers' education. In view of the lack of information on migrant workers' associations, the Secretariat in collaboration with interested national commissions, prepared a directory of about 600 international, regional and national organizations and associations concerned with the education of migrant workers and their fmailies, containing bibliographical entries relating to the publications and study plans of the organizations and associations. It was published in 1979.

To further promote the development of co-operation between countries of emigration and countries of immigration, interested Member States were invited to prepare pupils' textbooks and teachers' source books and to promote the teaching of the national languages of the children of migrant workers. Due to problems of copyright in the contracts, which have since been solved, only Portugal was able to complete the work and produced a textbook entitled 'Textose Imagens de Portugal'.

In 1980 studies were undertaken by France, Finland and Jamaica on the possibility of promoting the mutual recognition of certificates and diplomas obtained in the countries of immigration and emigration.

As part of the measures to improve the education of the children of migrant workers in foreign countries Unesco made financial contributions to five non-governmental organizations: International Children Centre (Paris), World Young Women's Christian Association (WYUWCA), League of Red Cross Societies, World Confederation of Organizations of the Teaching Profesion (WCOTP), World Federation of Foreign Language Techers Association (FIPLV) to organize workshops, roundtables, comparative follow-up studies, teacher training courses, etc.

At its twenty-first session in 1980, the General Conference adopted resolution 1/01/5b 1.2 authorizing the Director-General to encourage co-operation between Member States and the organizations concerned, so as to promote through education recognition of and respect for the cultural identity of minority or marginal groups, especially migrant workers and their families.

A programme action for migrant workers was accordingly provided for in the Work Plan: the further extension of the education programme for migrant workers in the form of a follow-up of the Exchange Programme for which contracts were concluded with the relevant national commissions (Austria, Belgium, Italy, Switzerland, Morocco, Federal Republic of Germany, Turkey, France, Portugal). Also, the National Commission of Upper Volta, Senegal, Pakistan and Luxemburg organized multilateral meetings on possible ways of improving the condition of migrant workers and their families as regards education and respect for their cultural identity.

These meetings took place between 1981-1982.

Under this programme action, contracts were also offered to three Adult Education Associations in the United Kingdom, India and Ghana and to four migrant workers' associations (Moroccan in France, Spaniard in Switzerland, Senegalese in France and Arab migrant workers in Belgium) to organize pre-service and in-service training courses in the use of the mother tongue in education, alongside the language of the country of immigration. They also produced educational materials (books, films, etc.) to help preserve the cultural identity of migrant workers and their fmailies.

Resolution 4XC/2/02 para. 3 in the Second Medium-Term Plan approves the lines of emphasis of Major Programme II, 'Education for All', and invites the Director-General to base the biennial programming of activities for the periods 1984-1989 on its constituent programmes, including Programme II.6 'Promotion of the right to education of particular groups' which aims to promote specific educational measures to overcome the obstacles encountered by certain groups in the exercise of their right to education. This includes subprogramme II.6.3 - Action on behalf of migrant workers and their familise.

Activities foressen in the 22 C/5 reflect the objectives and principles of action of the Medium-Term Plan. Measures will be taken both nationally and internationally, and by creating public awareness, to contribute to a major development of educational facilities for migrant workers and their families.

Unesco will facilitate bilateral or multilateral consultations between countries of origin and host countries with a view to the carrying out of joint projects for the mutual recognitation of degrees and diplomas. Non-governmental organizations, migrant workers' associations, universities and research institution will be encouraged and supported to take concerted action to help promote the measures of a social or educational nature designed to developed educational activities on behalf of migrant workers and their families, with special reference to second generation of migrants with a view to enabling them to undertake and pursue normal studies in the educational institutions of the host country and at the same time to have an opporutnity of learning their mother tongue and assimilating the cultural values of their country of origin.

The activities foreseen in the 22 C/5 seek to intensify those already undertaken on behalf of migrant workers and their families in previous programmes, whose objective was the continuing effort to promote equality of educational opportunity and the recognition and preservation of the cultural identity of migrant workers and their families and their integration in the society in which they live. Teacher-training courses in the use of the mother tongue and knowledge of the cultural values of the culture of origin have always been a concern of the Organization and activities to enhance these are combined in its programme. Attention is always given to the dissemination of information, and creating greater awareness concerning this question.

Even the innovation and new elements introduced in the 22 C/5 demonstrate the continuity of this programme. Interdisciplinary studies to analyse the courses of educational retardation and failure among the chidlren of migrant workers were discussed at an expert meeting on 'The Planning and Adminsistration of the Education of Migrant Workers and Their Families' convened by Unesco in 1976 (reference para.12).

The series of exchange programme of educators of migrant workers in 1978-1981 (reference para.15) and now in the 22 C/5 of students between the host country and home country, emphasize Unesco's concern about familiarizing both countries of origin and receiving countries with one another's cultural and social background.

The preparation of teaching materials consonant with the cultural needs of the interests of migrants foreseen in 22 C/5 is in keeping with similar activities undertaken in 21 C/5 in which assistance was given to organizations to produce educational materials (books, films, etc.) to help preserve the cultural identity of migrant workers and their families and to familiarize them with the culture of the host country (reference para.24.).

Educational activities foressen in 22 C/5 to promote the participation of women and girls in the community life and the work of the associations will intensify those already undertaken for women in 21 C/5.

Studies foreseen in 22 C/5 to be undertaken in host countries in the Arab States region on the educational needs of migrant workers and their families will give Unesco a new range of activities in the region and will further stimulate the co-operation between this region and the others on this question.

The Intersectorial Committee on Migrant Workers and their Families develops and maintains an overall picture of Unesco's programme (regular and extra-budgetary) concerned with migrant workers and their families; plans and coordinates inptus for the biennial programme and budget that will lead to a more comprehensive, balanced and interrelated programme in this area; chooses modalities of operation that will ensure the effective execution of the programme; serves as a 'clearing house' for publications and documents relevant to the work of the committee; reviews periodically its own terms of reference and composition and proposes to the Intersectorial Co-ordinating Committee (ICC) such changes in these as may appear desirable.

Unesco will continue to collaborate with the United Nations and Specialized Agencies, and other interested organizations like the Council of Europe, and the European Economic Community in defending the rights of the migrant workers and their families.

Unesco is a member of an ad hoc inter-agency group which was constituted by the preparatory Committee of the Administrative Committee on Co-ordination (ACC) in 1975 to study appropriate measures relating inter alia to the rights of migrant workers and their

families. The International Labour Organisation (ILO) was selected as the 'lead agency' to convene the group.